



DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grades 9-10 Crosswalk

| 2014 Standard Language | 2020 Standard Language | Changes |
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| Reading Literature | | |
| <p>Learning Outcome</p> <p>9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.</p> | <p>Learning Outcome</p> <p>9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.</p> | No Change |
| <p>9-10.RL.2.1: Cite strong and thorough textual evidence to support an analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.</p> | <p>9-10.RL.2.1 Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.</p> | Language Change |
| <p>9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.</p> | <p>9-10.RL.2.2: Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details.</p> | Omitted the term “central idea” to place emphasis that theme is related to fictional texts. |
| <p>9-10.RL.2.3 Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the</p> | <p>9-10.RL.2.3: Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or</p> | No change |

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| plot or develop the theme. | develop the theme. | |
| 9-10.RL.2.4: Students are expected to build upon and continue applying concepts learned previously. | 9-10.RL.2.4: Students are expected to build upon and continue applying concepts learned previously. Grade of mastery: 2 “make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why” and be able to utilize and continue the skills. | Added in the language of the standard being referenced |
| 9-10.RL.3.1: Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it, (e.g. parallel episodes), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise | 9-10.RL.3.1: Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g. parallel episodes) and manipulate time (e.g. pacing, flashbacks) contribute to the overall meaning and effect of a work. | Removed “mystery, tension, or surprise” |
| 9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony). | 9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony). | “Point of view” to be replaced by “perspective” |
| 9-10.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text. | 9-10.RL.4.1: Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script. | Language change |
| 9-10.RL.4.2: Analyze and evaluate how works of literary | 9-10.RL.4.2: Analyze and evaluate how works of literary | Removed, “American, English, or world” |

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| or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. | or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new. | Language change |
| Reading: Nonfiction | | |
| <p>Learning Outcome</p> <p>9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.</p> | <p>Learning Outcome</p> <p>9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.</p> | No change |
| 9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. | 9-10.RN.2.1: Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence. | Language Change |
| 9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis | 9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis. | Language Change |
| 9-10.RN.2.3: Analyze how the | 9-10.RN.2.3: Analyze a series | Removed “how the author |

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| author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them. | unfolds an analysis” Removed “how they are introduced” |
| 9-10.RN.3.1: Students are expected to build upon and continue applying concepts learned previously. | 9-10.RN.3.1: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem. | Added in the language of the standard being referenced |
| 9-10.RN.3.2: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. | 9-10.RN.3.2: Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. | Removed “in detail” |
| 9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose. | 9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose. | No Change |
| 9-10.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | 9-10.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | No change |

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| 9-10.RN.4.2: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | 9-10.RN.4.2: Analyze various accounts of a subject told in different mediums examining the differences among the various accounts. | Removed "e.g." Language change |
| 9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts. | 9-10.RN.4.3: Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts. | Deleted "seminal" |
| Reading: Vocabulary | | |
| Learning Outcome 9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Learning Outcome 9-10.RV.1: Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Language change |
| 9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases. | 9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases. | No Change |
| 9-10.RV.2.2: Students are expected to build upon and continue applying concepts learned previously. | 9-10.RV.2.2: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 Use the relationship between | Added in the language from the standard being referenced |

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| | particular words to better understand each of the words. (e.g. synonym/antonym, analogy). | |
| 9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations. | 9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations. | No change |
| 9-10.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). | 9-10.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). | No change |
| 9-10.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. | 9-10.RV.2.5: Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. | Removed “both print and digital” |
| 9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. | 9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. | Added “denotative meanings” |
| 9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word | 9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific | Added “denotative meaning” Removed the e.g. |

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| choices on meaning and tone(e.g., how the language of a court opinion differs from that of a newspaper). | word choices on meaning and tone in multiple and varied contexts. | |
| 9-10.RV.3.3:Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | 9-10.RV.3.3: Interpret figures of speech in context and analyze their role in the text. | Removed the e.g. |
| Writing | | |
| Learning Outcome 9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts. | Learning Outcome 9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts. | No change |
| 9-10.W.2: Students are expected to build upon and continue applying concepts learned previously | 9-10.W.2: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 4 Write legibly in print or cursive, forming letters and words that can be read by others. | Added the language of the standard being referenced |
| 9-10.W.3.1: Write arguments in a variety of forms that – a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, | 9-10.W.3.1: Write arguments in a variety of forms that: a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, | Added “use rhetorical strategies to enhance the effectiveness of the claim” |

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| <p>reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>reasons, and evidence.</p> <p>b. Use rhetorical strategies to enhance the effectiveness of the claim</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>d. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. •Establish and maintain a consistent style and tone appropriate to purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> | |
| <p>9-10.W.3.2: Write informative compositions on a variety of topics that—</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to</p> | <p>9-10.W.3.2: Write informative compositions on a variety of topics that—</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions</p> <p>b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions,</p> | <p>Eliminated information about formatting and using graphics/multimedia</p> |

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| <p>aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Choose language and content- specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style appropriate to the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | <p>concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Choose language and content- specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</p> <p>e. Establish and maintain a style appropriate to the purpose and audience.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | |
| <p>9-10.W.3.3: Write narrative compositions in a variety of</p> | <p>9-10.W.3.3: Write narrative compositions in a variety of</p> | <p>No change</p> |

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| <p>forms that–</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plotlines),to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases,telling details,and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | <p>forms that–</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plotlines),to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases,telling details,and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | |
| <p>9-10.W.4: Apply the writing process to –</p> <ol style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite ;try a new approach, focusing on addressing what is most significant for | <p>9-10.W.4: Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ol style="list-style-type: none"> Plan and develop; draft; revise using appropriate reference materials; rewrite; | <p>Added the direction to “apply the writing process to all styles of formal writing”</p> <p>Added “using a style guide for citations...”</p> |

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| <p>a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p> <p>b. Use technology to generate ,produce ,publish ,and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically(e.g.,use of publishing programs, integration of multimedia).</p> | <p>try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p> <p>b. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia)</p> <p>c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</p> | |
| <p>9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <p>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</p> <p>b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and</p> | <p>9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <p>a. Formulate an inquiry question, and refine and narrow the focus as research evolves.</p> <p>b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and</p> | <p>No change</p> |

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| <p>annotate sources.</p> <p>c. Assess the usefulness of each source in answering the research question.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p> <p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats.</p> | <p>annotate sources.</p> <p>c. Assess the usefulness of each source in answering the research question.</p> <p>d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.</p> <p>e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</p> <p>f. Present information, choosing from a variety of formats.</p> | |
| <p>9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Pronouns— Students are expected to build upon and continue applying conventions learned previously.'</p> <p>b. Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.</p> <p>c. Adjectives and Adverbs – Students are expected to build upon and continue applying Conventions learned previously.</p> <p>d. Phrases and Clauses – Students are expected to build upon and continue applying conventions</p> | <p>9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Pronouns— Students are expected to build upon and continue applying conventions learned previously.'</p> <p>Grade of Mastery: 4</p> <ul style="list-style-type: none"> • writing sentences that include relative pronouns (e.g. who, which) and reflexive pronouns (e.g. myself, ourselves) and explaining their functions in the sentence <p>b. Verbs- Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive</p> <p>c. Adjectives and Adverbs – Students are expected to build</p> | <p>Added in the language of the standard being referenced</p> |

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| <p>learned previously.</p> <p>e. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</p> | <p>upon and continue applying conventions learned previously.</p> <p>Grade of Mastery:4</p> <ul style="list-style-type: none"> • writing sentences that use the progressive verb tenses • recognizing and correcting inappropriate shifts in verb tense <ul style="list-style-type: none"> -using modal auxiliaries (e.g. can, may, must) <p>d. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 7</p> <ul style="list-style-type: none"> • recognizing and correcting misplaced and dangling modifiers <p>e. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</p> | |
| <p>9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>a. Capitalization –Students are expected to build upon and continue applying conventions learned previously.</p> <p>b. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p> | <p>9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>a. Capitalization –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> • applying correct usage of capitalization in writing <p>b. Punctuation – Using a semicolon and a conjunctive</p> | <p>No Change</p> |

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| <p>c. Spelling –Students are expected to build upon and continue applying Conventions learned previously.</p> | <p>adverb to link two or more closely related independent clauses.</p> <p>c. Spelling – Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery 5:</p> <ul style="list-style-type: none"> applying correct spelling patterns and generalizations in writing | |
| <p>Speaking and Listening</p> | | |
| <p>Learning Outcome</p> <p>9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> | <p>Learning Outcome</p> <p>9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> | <p>No Change</p> |
| <p>9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p> | <p>9-10.SL.2.1: Engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p> | <p>Language Change</p> <p>Removed "(one-on-one, in groups, and teacher-led on)"</p> |
| <p>9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.</p> | <p>9-10.SL.2.2:Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas.</p> | <p>Removed "and support or refute points"</p> <p>Language change</p> |

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| 9-10.SL.2.3: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. | 9-10.SL.2.3: Work with peers to establish norms for collegial discussions and decision-making, set clear goals and deadlines, and individual roles as needed. | Language Change Eliminated e.g. |
| 9-10.SL.2.4: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | 9-10.SL.2.4: Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | Language Change |
| 9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented. | 9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented. | No change |
| 9-10.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | 9-10.SL.3.1: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source. | Language Change Eliminated e.g. |
| 9-10.SL.3.2: Evaluate a speaker's point of view, reasoning, and use of | 9-10.SL.3.2: Evaluate a speaker's perspective, reasoning, and use of evidence | "Point of view" replaced with "perspective" |

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| evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | and rhetoric, identifying any fallacious reasoning or distorted evidence. | Language Change |
| 9-10.SL.4.1: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | 9-10.SL.4.1: Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task. | Language Change |
| 9-10.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence. | 9-10.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance audience understanding of findings, reasoning, and evidence. | Language Change |
| 9-10.SL.4.3: Students are expected to build upon and continue applying concepts learned previously. | 9-10.SL.4.3: Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 Give and follow multi-step directions. | Added language from the standard referenced |
| Media Literacy | | |
| Learning Outcome 9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, | Learning Outcome 9-10.ML.1: Critically analyze information found in a variety of mediums used to persuade, inform, entertain, and transmit | Language Change |

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| and transmit culture. | culture. | |
| 9-10.ML.2.1: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result. | 9-10.ML.2.1: Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. | Language Change |
| 9-10.ML.2.2: Analyze and interpret the changing role of the media over time in focusing the public's attention on events and informing their opinions on issues | 9-10.ML.2.2: Analyze and interpret the changing role of the media in focusing the public's attention on events and informing their opinions on issues. | Removed "over time" |